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ABSTRACT

Social studies and foreign language teachers can use these two units to teach sixth-grade students about the cultures of Canada and Mexico. The units focus on the traditions, customs, and languages of the two countries. Each unit includes a rationale statement and description, a listing of goals and objectives, learning activities, addresses to write to for information, and a bibliography of print and nonprint resources. In the unit on Canada, which stresses the threat to the nation of the separatist movement, students trace the development of the French language by reading two articles from "National Geographic," learn the Canadian national anthem, make Canadian desserts for a class buffet (recipes are provided), compare U.S. and Canadian holidays, read books and view media, and participate in class discussions to learn about the Canadian government, geography, and culture. In the unit on Mexico, students read and discuss magazine articles, read a legend, describing how Mexico got its name and the origin of its flag, role play illegal immigration, analyze cartoons, learn about Mexican holidays, and make pinatas. Students also learn about Mexico's history, traditions, and culture through readings and media. (RM)

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OUR NEIGHBORS NORTH AND SOUTH *

An Interdisciplinary Approach to Teaching About Canada and Mexico

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West Hartford Public Schools
West Hartford, Connecticut

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Northeast Conference on the Teaching of Foreign Languages

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*Abstracts taken from Social Studies/Foreign Language Resource Guide a curriculum guide developed by Christine Brown, Jerry Copsinis, Tom Hine and Candy Sousa

INTRODUCTION

> Knowledge of other languages and cultures is indispensable to fruitful international relationships. We in this country would do well to support and stimulate such knowledge, lest we find ourselves standing around with nobody to talk to except ourselves.[1]

The renewed interest in global education and the need for Americans to study foreign languages has sparked a renaissance in both the teaching of foreign cultures and the learning of foreign languages. Recently, the President's Commission on Foreign Languages has focused national attention on developing programs to lead to further study in these areas.

A solid understanding of another culture requires a thorough knowledge of its traditions, its customs, and its language. Bringing the foreign language and social studies departments together to reinforce each other's objectives is long overdue. In West Hartford, both departments have embarked on a series of continuing dialogues to promote cooperation.

The present collaboration of the sixth grade social studies program, Inter-American Studies (IAMS), and Foreign Language in the Elementary School (FLES) will enhance student awareness of other cultures of the Western Hemisphere. The political, social, and economic concerns of French and Spanish-speaking people in this hemisphere can be best understood if the student has some knowledge of the cultures and languages involved.

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[1] "Tongue-Tied Americans" --United Technology Public Service advertisement.

CANADA: A CULTURAL DILEMMA

RATIONALE AND DESCRIPTION OF UNIT

"Canada: A Cultural Dilemma" is an in-depth study of a modern nation-state faced with a major crisis threatening its very existence; that is, the separatist movement of the Québec Province. In their study of this conflict, students will be introduced to the many facets of a technologically-advanced, pluralistic society in which compromise is a way of survival. They will be required to project their thinking into Canada's future as to the course the country will take in coming to grips with her dilemma.

The geography, including the size and topography of the land mass, the distribution and makeup of the population, the diversity of languages, the richness of the resources, the variety of the climate, will form a crucial part of the study.

The government of Canada is attempting to reconcile the diverse elements of society. It is necessary to introduce youngsters to enough of the country's history in order for them to understand the present. A comparison with our nation's past will prove helpful.

Finally, the division of labor that is a part of a modern society gets at two important learnings: the interdependence of people and the variety of occupations. Career education concepts and foreign language backgrounds should be introduced as appropriate.

The teacher should be aware of the opportunities to relate consideration of the Québec question to a fifth and sixth level student's study of French. The foreign language teacher in each school can be of assistance in this regard.

GOAL CORRELATION

The sixth level Inter-American Studies Program emphasizes the following goals basic to the townwide social studies program:

Adaptation

- Students will show understanding of the relationship between environmental resources and human activities in a region.

Power

- Students will know what institutions are established by society to distribute authority and make decisions about how power will be used.

Tradition

- Students will understand how the uniqueness of each society is expressed through its traditions.
- Students will compare and contrast customs and traditions of one group of people with those of another.

Scarcity

- Students will perceive how societies use resources in the production of goods and services.
- Students will discuss how human and natural resources affect a given region.

Causation

- Students will explain how particular individuals have influenced historical events.

Values

- Students will sense why men have often misinterpreted values of societies other than their own.

INTERDISCIPLINARY OBJECTIVES

- Students will study the diverse ethnic groups that comprise Canada's population.

- Students will contrast the "melting pot" theory with the separatist movements of ethnic and racial groups of Canada.

- Students will do an in-depth investigation of the French minority in Canada, including the challenge they represent to the nation's integrity.

- Students will make hypotheses about possible resolutions of Canada's cultural dilemma.

- Students will examine Canada's multi-lingual heritage as reflected in language, laws, and events.

- Students will identify the contributions made by the English, French and other ethnic groups to Canadian culture.

- Students will begin to understand how culture shapes and influences our daily lives.

ACTIVITIES

Trace the development of the French language in Québec and the Maritime provinces. Discuss the historical reasons for the spread of the French language. Research the laws requiring the use of French and English in all of Canada, and the laws in Québec requiring the exclusive use of French as the official language of Québec.

Sources: National Geographic, April 1977, "One Canada or Two?"
National Geographic, May 1980, "The St. Lawrence"

Have students write to the Québec tourist office for materials and posters written in French:

Gouvernement du Québec Ministère Tourisme
Cité Parlementaire
Québec, Canada G1A1R4

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Students can be assigned to write letters to various French-Canadian pro teams to ask for whatever information they would be willing to send. Some students, in response, have received posters, press books, rule guides, schedules, programs, rosters, decals, etc. Most written material will arrive in both French and English.

Addresses: Québec Nordiques
Québec Coliseum
PQ
Québec, GIL 4W7
Quebec, Canada

or

Montréal Expos
C.P. 500
Station M
Montréal, H1V 3P2
Québec, Canada

• • •

The classroom teacher should contact the school music teacher and inquire into the possibility of his class learning some canadian folk songs (English and French). Students can learn the words to the Canadian national anthem, "O Canada":

O CANADA

O Canada! Our home and native land!
True patriot love, in all their sons command.
With glowing hearts we see thee rise,
The True North strong and free!
From far and wide, O Canada,
We stand on guard for thee.
God keep our land glorious and free.
O Canada, we stand on guard for thee.
O Canada, we stand on guard for thee.

O CANADA

Ô Canada! Terre de nos aïeux,
Ton front est ceint de fleurons glorieux,
Car ton bras sait porter l'épée;
Il sait porter la croix.
Ton histoire est une épopée
Des plus brillants exploits;
Et ta valeur, de foi trempée
Protegera nos foyers et nos droits.

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Put on a class dessert buffet with each student contributing.

Canadian desserts from each of the provinces: (Recipes attached)

Alberta: Pioneer's New Year Celebration Cake
British Columbia: Ogopogo Apple Dumplings
Manitoba: Red River Wild Cranberry Jelly with Hot Biscuits
New Brunswick: Charlotte County Blueberry Crisp
Newfoundland: Terra Nova Molasses Pie
Nova Scotia: Acadian Blueberry Grunt
Ontario: Niagara Apple Cheese Betty
Prince Edward Island: Cavendish Apple Caramel
Québec: Eastern Townships Maple Syrup Pie
Saskatchewan: Bannock

Students unable to help in preparing dishes at home could be responsible for paper plates, napkins, cups, milk, etc.

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RECIPES FROM TEN CANADIAN PROVINCES

British Columbia

Ogopogo Apple Dumplings

If you *must* cook your apples, here is an old English recipe. We call them Ogopogo Apple Dumplings after the strange monster many people claim to have seen in Okanagan Lake which runs down the Valley famous for apple-growing.

2 cups sugar
1 cup water
¼ tsp. cinnamon and nutmeg
¼ cup butter
6 firm apples
2 cups flour
¼ tsp. salt
2 tsp. baking powder
¾ cup shortening
½ cup milk

Make syrup of sugar, water, cinnamon and nutmeg; add butter. Pare apples, core and cut in eighths.

Mix flour, salt and baking powder, cut in shortening and add milk. Roll this dough out ¼" thick, and cut in 5" squares. Arrange four or five pieces of apple on each square; sprinkle with additional sugar, cinnamon and nutmeg. Dot with butter. Fold corners to centre, pinching edges together. Place 1" apart in greased baking dish. Pour over syrup and bake at 325° for 35 minutes. Serve hot, with cream.

Newfoundland

Terra Nova Molasses Pie

Prepare your favourite pastry; line an 8-inch pie shell and prepare pastry strips for the top.

1 egg
1 cup soft bread crumbs
1 cup molasses

Beat the egg; add molasses and beat until combined. Stir in the bread crumbs. Pour into uncooked pie shell, top with strips of pastry and bake at 400° for about 20 minutes, or until pastry is lightly browned and the filling is firm.

Quebec

Eastern Townships Maple Syrup Pie

1 cup maple syrup
½ cup boiling water
3 tbsp. corn starch
3 tbsp. cold water
1 tbsp. butter
Chopped nuts

Boil maple syrup and water together for 5 minutes. Mix corn starch and water and use to thicken the boiling syrup. Add butter and pour into a pie plate lined with pastry. Sprinkle chopped nuts on top. Cover with pastry and bake at 400° until pie is golden brown, about 30 minutes.

Nova Scotia

Acadian Blueberry Grunt

1 qt. blueberries
½ cup water
½ cup sugar (or more to taste)

Boil berries, water and sugar in large saucepan, covered, until there is plenty of juice.

Sift together: 2 cups flour
4 tsp. baking powder
½ tsp. salt
1 tsp. sugar

Cut in 1 tbsp. butter and 1 tbsp. shortening, then add enough milk (a generous ¾ cup) to make a soft biscuit dough. Drop by tablespoons onto the hot blueberry sauce. Cover closely and cook for 15 minutes without peeking. Serve from saucepan. Cream may be added.

Manitoba

Hot Biscuits and Manitoba Honey

2 cups cake flour
2½ tsp. baking powder
1 tsp. salt
4 tbsp. butter *or* shortening
¾ cup milk

Cut shortening into dry ingredients; add milk; knead dough gently until completely blended. Roll out ¼" thick, cut with biscuit cutter and bake on ungreased sheet 12-15 minutes at 450°. Serve piping hot with butter and Manitoba honey.

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Prince Edward Island

Cavendish Apple Caramel

6 apples, cored, pared and cut in half
½ cup butter
1 cup brown sugar
½ cup flour
¼ tsp. salt
1 cup chopped nuts

Arrange the apples in a flat, buttered baking dish. Cream the butter and sugar, add flour, salt and nuts. Spread the mixture over the apples and bake at 375° for 30 minutes. Good served hot with plain or whipped cream.

Ontario

Niagara Apple-Cheese Betty

6 apples, peeled, cored and sliced
1½ cups shredded tangy cheese
3 cups coarse bread crumbs
1 tsp. cinnamon
¾ cup sugar
¼ cup cold water

Combine crumbs and cheese, and mix cinnamon and sugar. Arrange layers of apples, sugar mixture and crumb mixture in greased casserole, making three layers of each. Drizzle the water over the last sugar mixture and top with last crumb mixture. Bake about 45 minutes at 375°. Serve plain or with cream.

Saskatchewan

Bannock

3 cups flour
1 tsp. salt
2 tbsp. baking powder
1 tbsp. sugar
2 tbsp. lard
3 cups (approx.) cold water

Mix ingredients and stir in enough cold water to make a thick batter that will pour. Mix rapidly until smooth and pour at once into a greased baking pan. Fill half full. Bake at 400° for 35-45 minutes.

Bannock keeps longer than yeast bread, and does not dry up or mould. Delicious served hot with butter and honey or a wild berry jam or jelly.

Alberta

Pioneer's New Year Celebration Cake

1 cup sugar
⅓ cup butter
3 eggs, well beaten
2¼ cups cake flour
3 tsp. baking powder
1 cup milk
1 tsp. vanilla
2 tsp. sugar
¼ cup blanched almonds
12 candied cherries

Cream butter and sugar, add eggs and vanilla; then add flour and baking powder alternately with milk. Pour into a greased loaf pan; sprinkle with sugar and decorate with almonds and cherries cut in half. Bake 15 minutes at 400°, 15 minutes at 375° and 25 minutes at 350°.

New Brunswick

Charlotte County Blueberry Crisp

4 cups blueberries
⅓ cup sugar
2 tsp. lemon juice
4 tbsp. butter
⅓ cup brown sugar
⅓ cup flour
¾ cup quick cooking oats

Put blueberries in deep, greased baking dish and sprinkle them with sugar and lemon juice. Cream butter and brown sugar, add flour and oats and spread this mixture over the blueberries. Bake at 375° for 35 to 40 minutes and serve hot or cold with plain or whipped cream.

Manitoba

Red River Wild Cranberry Jelly

Wild cranberries should be picked just before they are absolutely ripe if they are to be used for jelly-making.

Wash the berries, cover with water and simmer until tender. Strain through cheesecloth. Measure liquid and add an equal amount of sugar. Simmer until jelly will sheet from a spoon. Put into sterile jars and seal with wax.

Make a chart summarizing the differences between Canadian and American holidays. Research any Canadian holidays you do not understand. (See below)

Holidays

Canada has some unique holidays that are not celebrated in the United States. For example, Dominion Day or Canada Day is to celebrate Canada's birthday on July 1, 1867. It very closely corresponds to the celebration of Independence Day in the United States. Why was Canada's "birthday" almost a hundred years after that of the United States?

The first Monday of August is the Civic Holiday and has no exact counterpart in this country. Look at the calendar and see if you can find any other comparisons.

What similarities and differences can you find in the holidays of each country:

	Canada	United States
January	New Year's Day	New Year's Day
February		
March	Good Friday and Easter	Good Friday and Easter
April		
May	Victoria Day	Memorial Day
June		
July	Canada Day	Independence Day
August	Civic Holiday	
September	Labor Day	Labor Day
October	Thanksgiving	Columbus Day
November	Remembrance Day	Thanksgiving; Veteran's Day
December	Christmas Day	Christmas Day

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Write a report on the Canadian paper industry. Find out which are the largest paper companies and write to them for information. Three-fourths of the newsprint used in the U.S. is from Canada; students can see huge rolls of newsprint during a tour of the Hartford Courant. (Contact your local newspaper for suppliers.)

Note: The Hartford Courant uses these companies as suppliers:

1. Canadian Pulp and Paper Assoc.
   2300 Sun Life Building
   Dominion Square
   Monteal, Quebec
   Canada

2. Abitibi Price
   1270 Avenue of Americas
   New York, NY 10020

3. Consolidated Newsprint, Inc.
   630 Fifth Avenue - Suite 3720
   New York, NY 10020

4. Great Northern Paper Co.
   6 St. James Avenue
   Boston, MA 02116

5. Kruger Pulp and Paper Sales
   489 Fifth Avenue
   New York, NY 10017

6. MacMillian Bloedel Sales
   117 Prospect Street
   Stamford, CT 06901

7. Ontario Paper Co., Ltd.
   80 King Street
   P.O. Box 2026
   St. Catherine, Ontario L2R7G2
   Canada

8. Spruce Falls Power and Paper Co.
   2 Carlton Street - Suite 605
   Toronto, Ontario M5BLJ9
   Canada

9. The New Brunswick International Paper Co.
   Dalhousie, New Brunswick
   Canada

RESOURCES

Every attempt has been made to include current and correct resources and addresses. We do not necessarily endorse these materials, but offer them here for your convenience.

TEACHER

Materials and Helpful Addresses:

1. Sister Yvonne Werner, Secteur de l'Audio-visuel, Directions des Relations Publiques, CP 316, Tour de la Bourse, Montréal, PQ H42168, Canada.

2. Ministère des Affaires, Inter-governmentales, 1225 Place George V., Québec, Québec G1R1Z7.

3. Atlantic Canada, Dept. 502, 10 Preble Street, Portland, ME 04101. Send for free Travel Guide to Atlantic Canada containing information, maps, and pictures.

4. Air Canada, 600 Madison Avenue, New York, NY 10022. Write for information and material about Canadian provinces.

5. Organization of American States, Sales and Promotion Unit, 6840 Industrial Road, Springfield, VA 22151. Write for free maps and pamphlets on Canada.

6. Service Général des Communications, Ministère de l'Education, 1035 rue de la Chevrotière, Québec G1R5A5. Ask for a free subscription to Education Quebec and Informeg and Megnews.

7. Canadian Bureau for International Education, 151 Slater Street, Suite 408, Ottawa, Ontario K1P5H3, Canada. Send for booklet (may cost $1.50), "Summer in Canada," which has useful addresses.

8. Ministère de l'Education Information, Edifice G, 1035 rue de la Chevrotière, Québec G1R5I5, Canada. Send for any information, especially curriculum materials on teaching 12-year-olds about Québec.

9. Direction des Communications, Ministère des Affaires Culturelles, 955 Chemin St. Louis, Québec G1S1C8, Canada. Ask for booklets they are willing to send on things of cultural interest in Québec.

10. Direction Générale du Tourisme, Cité Parlementaire, Québec, Canada G1A1R4. Ask for information on tourist activities in Québec, posters, etc.

11. Les Sortilèges, 6560 rue Chambord, Montréal, Québec H2G3B9, Canada. Ask for information about Les Sortilèges, a folklore troupe in Québec.

12. Ministère de l'Education, Haut-Commissariat a la Jeunesse et aux Sports, 16e étage Efifice G, 1034 de la Chevrotière, Québec G1A1J4, Canada.

13. Québec Government Delegation in New England, Department of Communications, 100 Franklin Street, Boston, MA 02110. Ask for information available about Québec and related activities in New England. Also Info Québec pamphlet published periodically.

14. National Materials Development Center, 168 S. River Road, Bedford, NH 01302. Ask for a catalogue of French and Creole material with a New England flavor.

15. Télé-Université, 3465 rue Durocher, Montréal, PQ H2X2C6, Canada. Ask for posters "le français je parle par coeur" and any other stickers or relia dealing with French language in Canada.

16. Ministère des Affaires Culturelles, 955 Chemin St. Louis, Québec G1S1C8, Canada. Ask for posters of Quebec for French and social studies teachers. Ask for any other cultural materials they are willing to send.

17. Consulat Général du Canada, 500 Boylston Street, Boston, MA 02116.

18. Office de la Langue Française, 275 rue de l'Eglise, 5e étage, Québec 2, Québec. French language pamphlets and posters.

19. Bank of Canada, 238 Sparks Street, Ottawa, Ontario.

20. Canadian Broadcasting Corporation, CBC Building, 1500 Bronson Avenue, Ottawa, Ontario K1G3J5.

21. Québec Government House, Rockefeller Center, 17 West 50th Street, New York, NY 10020.

22. Canadian Studies Program, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S1V6, Canada.

23. Student Letter Exchanges, Madame Marie-Thérèse Osselin, Ministère des Loisirs, Chasse et pêche; Service des activites socio-culturelles, Division Correspondence Internationale, 1035 de la Chevrotière, 7e étage, Québec, Québec G1R5A5.

24. Gouvernement du Québec, Ministère du Tourisme, de la Chasse et de la Pêche, 150 est boulevard Saint-Cyrille, Quebec G1R443.

25. Radio Canada International, P.O. Box 6000, Montreal, Quebec H3C3A8.

Background and Supplementary Reading Materials:

1. Canada: Elementary Curriculum 85. Program of Canadian Studies, Duke University, 2101 Campus Drive, Durham, NC. Has some good individual lessons and primary source material: Climate, 18; recipe and "Canada," 23; immigration, 33-37; Eskimo life, 42-44; Canadian celebrities, 47; sports, 89094.

2. French in Connecticut: A Cultural and Historical Guide. American Association of Teachers of French, Connecticut Chapter, 1979. Centers on French culture in Connecticut. Includes lists of stores and culture materials. Deals with some aspects of French-Canadians in our area.

3. Canada - Past and Present. John Saywell, Clark, Irwin and Co., Ltd., Toronto, 1975. A good summary of Canadian history (including modern), excellent photos, editorial cartoons. (secondary level reading)

4. World Eagle. Monthly social studies resource of up-to-date facts, charts, and maps on these topics: populations, energy, food, economics, geography, trade, environment, development, etc. 10 issues a year, $18.00.

   Junior Eagle. A 120-page volume published in 1979 for younger students. $7.75. Address: 64 Washburn Avenue, Wellesley, MA 02181.

5. America's French Heritage. Casanova and Landry, La Documentation Française and the Québec Official Publisher, 1976. A must for each teacher. Well illustrated and documented maps, covers France's involvement in the Americas' with several sections devoted to French-Canadians who settled in New England. Send for complimentary copy: The Quebec Government House, 17 West 50th Street, New York, NY 10021.

6. Consider Canada, A Handbook for Teachers. Stanley L. Freeman, Jr. A publication of the Canadian/Franco-American Studies Project. University of Maine at Orono, 1981.

7. Initiating Franco-American Studies, A Handbook for Teachers. Stanley L. Freeman, Jr. A publication of the Canadian/Franco-American Studies Project. University of Maine at Orono, 1981.

8. Chansons de Chez-Nous. Bedford, NH, National Materials Development Center, 1978.

9. Franco-American Studies: A Resource Guide. Anne Kempers, University of Maine at Orono.

10. Teaching Canada: A Bibliography. William J. McAndrew, Peter J. Elliott. New England Provinces-Quebec Center. University of Maine at Orono.

11. The French Experience in North America. An Activities Packet by Eugena Poulin and Dr. Claire Quintal. The Rochambeau Education Committee and The Rhode Island Heritage Commission. Excellent activities for elementary or middle school.

12. Ukrainian Canada. Ukrainian Women's Association of Canada, Edmonton, Alberta, Canada, $12.50. Contains many examples of Ukrainian arts and crafts found in Canada. Well illustrated.

13. The Social Studies Program of the Denver Public Schools, Grade 5 - Canada, An Independent Nation, pp. 125-134.

STUDENT

Social Studies -

The Fiedler Company. American Neighbors, Gordon Merrill et al, pp. 4-94. Canada, Theodore L. and Sarah Jane Hills, to the text ("Learning Center" arrangement and unit test available)

Follett Publishing Company. Exploring Our World - Latin America and Canada, Susan Lee, pp. 309-398. (Workbook and unit test available.)

Children's Press. Enchantment of Canada.

Foreign Language -

Addison-Wesley (Canada) Ltd. Vive Le Français. New Canadian program for students beginning French in intermediate grades.

MULTIMEDIA

Filmstrips/Records/Cassettes:

1. "Great Cities in Transition - Montreal/Brazilia," Pathescope, 1974. Price $50.00. Up-to-date, excellent content information and good technical quality. Shows development of cities, both planned and in transition. Correlates well with unit objectives.

2. "A Portrait of Canada." New York Times Teaching Resource Films, 1977. Six color sound filmstrips/teacher's guide, two wall posters. $133.00. Filmstrip titles: "The Hand and Its Resources," "The History of A Nation," "Ottawa: The Queen's Choice," "Multi Cultures ...Multi Heritages," "Canada's Dilemma: Economic Nationalism," "Canadian Industry: An Economic Success Story." Wealth of appropriate information and technically well done. High correlation with unit objectives.

3. "The United States and Canada." Field Educational Publications, Media Kit. Kit has three full-color shortstrips, nine display prints, two records of Anglo-American folk songs and a teacher's manual. Together these illustrate examples of the history, geography, and culture of Anglo-America.

   Filmstrips:

   "A Shared Hand" - highlights geological, geographical, and climatic background.
   "Two Growing Nations" - traces some of the geographically based differences between the economic history of Canada and that of the United States.
   "Neighbors" - takes a look at some of the ways in which the United States and Canada have cooperated.

   Shortstrips:

   "The Past in the Present" - takes a look at some of the carefully preserved sites and objects from the past of Canada and the United States.
   "Good Sports" - explores similarities between the United States and Canada through sports.
   "Which Is Which?" - records some of the everyday differences between living in Canada and in the United States.

4. "Canada," National Geographic, 1976. Five sound filmstrips: "Atlantic Provinces," "Quebec," "Ontario," "Prairie Provinces and Northwest Territories," "British Columbia and the Yukon Territory."

MEXICO: PROVIDING THE BASIC NEEDS

RATIONALE AND DESCRIPTION OF UNIT

This unit looks at Mexico as a land of contrasts: contrasts in land form, in climates, in people, in life styles, and particularly in personal wealth. Even its history has moved pendulum-like between dictatorship and democracy. The problem of more even distribution of these various resources, including basic human rights, is the primary thrust of the accompanying activities. Because so much of Mexico's history has been intertwined with that of the United States, the unit looks at the role that our country has played and can play in resolving the conflict of unequal distribution of resources. Institutions are examined in terms of the contributions they have made either to retard development or to pursue and encourage it. Enough of Mexico's history is studied to provide some understanding of the present situation as well as to indicate future directions.

Career education concepts can be developed in each section of the unit using materials provided within the career clusters.

Teachers will also want to relate the culture, music, art of Mexico to Spanish language study for fifth and sixth level students. The foreign language teachers in each school can help in this regard.

GOAL CORRELATION

The sixth level Inter-American Studies Program emphasizes the following goals basic to the townwide social studies program:

Adaptation

- Students will show understanding of the relationship between environmental resources and human activities in a region.

Causation

- Students will understand why events & their results are often complex and difficult to explain.
- Students will explain how particular individuals have influenced historical events.

Diversity

- Students will categorize the attributes by which people are grouped.

Scarcity

- Students will understand how societies adjust to conflicting goals of growth and stability.
- Students will discuss how human and natural resources affect a given region.

Security

- Students will understand how the satisfaction of man's needs contributes to his well-being.

Tradition

- Students will understand how the uniqueness of each society is expressed through its traditions.
- Students will identify the origins of customs and folkways which are specific to a given region.

Values

- Students will understand why men have often misinterpreted the values of societies other than their own.
- Students will demonstrate how ethnic background contributes to the phenomena of prejudice.

INTERDISCIPLINARY OBJECTIVES

- Students will examine the contributions made to the Mexican character by Spanish and Indian cultures.

- Students will identify the contributions made by Spanish heritage to life in the United States.

- Students will begin to understand how culture shapes and influences our lives.

- Students will examine one "cultural shock" that results from change from an agrarian to a technological society.

- Students will identify the advantages of speaking Spanish in understanding Mexican culture.

- Students will become aware of prominent historical and contemporary Mexicans.

ACTIVITIES

Collect Spanish food labels from the supermarket (e.g. Goya, Ortega, El Paso). Write to one of these companies requesting pamphlets, posters, and other free material. Plan a luncheon.

Try: Goya Goods, Inc.
Secaucus, NJ 07094
or (send for free recipes)
El Paso
Mountain Pass Canning Co.
Subsidiary of Pet, Inc.
Anthony (El Paso County)
Texas 88021

A mail order catalog, which includes the food products only, is available for $1.50 ($1 is credited to your first order) by writing to Casa Moneo, 210 W. 14th Street, New York, NY 10011.

"The Ortega Guide to Mexican Cooking" - This 34-page booklet is a colorful guide to Ortega products and includes a glossary of foods and ingredients as well as recipes and crafts.

Write to: Consumer Relations Department
Heublein, Inc.
P.O. Box 1228
Hartford, CT 06101

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Assign recent articles from National Geographic for research.

May 1978	Vol. 153, No. 5	"Mexico-New Era of Challenge"
April 1980	Vol. 157, No. 4	"Texas!" (Spanish influence stressed)
June 1980	Vol. 157, No. 6	"Mexican Americans: A People on the Move"
Aug. 1980	Vol. 158, No. 2	"Man's 80 Centuries in Veracruz"
Dec. 1980	Vol. 158, No. 6	"The Aztecs" "Tenochitlan, Seat of Empire" "Unearthing the Great Temple"
	(Supplement)	Visitor's Guide to the Aztec World
Sept. 1981	Vol. 160, No. 3	"Silver-A Mineral of Excellent Nature" (p. 303)

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Legend: Read the legend of the "Hummingbird and Eagle" (attached). Discuss and then draw the Mexican flag. Tri-color should be done first. Eagle should be traced into center strip from outline provided by teacher.

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HUMMINGBIRD AND EAGLE

Did you ever wonder where the enchanting country of Mexico got its name?

This part of the American continent, whose history is so old that no man has traced the beginning of it, was known by many different names long before it was called Mexico.

The name Mexico was given by the Aztecs, those mysterious people who came down from the north to settle in its rich valleys and made themselves rulers of its many other tribes of darkskinned natives.

The chief god of the Aztecs was Mexitla. It was he who guided them on their long migration. It was natural that when they came to their journey's end they should name their new homeland after him.

Mexitla was also called Hummingbird-on-the-Left because he wore the bright feathers of that tiny bird on his left foot. And often on the journey he would turn himself into a hummingbird to show his people the path they should follow.

The land where the Aztecs first lived is vague even in their legends. All we know is that they made their way into Mexico from the far north, from a place they called Aztlan. It might have been California, or it might even have been Canada. No man knows.

And no man knows how many, many years their long migration lasted. It may have taken them a thousand years, some people think. Often they would stop to build towns and live in them, hoping their travels were over. But Mexitla would always remind them that he had promised to give them a sign when they came to the land he had chosen. Until he gave this sign they must continue to wander.

It all began, the legend says, one day about A.D. 600 or 700 when a priest in the land of Aztlan heard a bird singing in a tree. It was hummingbird.

"Tihui," the bird sang. In Aztec language that meant "Let us start." The excited priest called another to join him, and he too listened to the hummingbird. And he too heard the bird sing "Tihui. Let us start."

Taking this as a command, the Aztecs began the long journey southward toward the land of the Toltecs, the Mayas, the Mixtecs and other tribes. The priests asked but one question of Mexitla. "How shall we know where to stop"?

"When we reach a place that is the most beautiful region in the whole world, where it is never too hot and never too cold, never too dry and never too wet, where there are rivers and lakes and mountains and forests, where there are stones for making great buildings, and silver and gold and copper and jade for ornaments, where flowers and corn flourish, then I will give you a sign and you shall settle there. You shall know it when you see an eagle perched on a cactus plant and devouring a snake. At this sign your journey will be over."

The Aztecs moved slowly down the west coast, over deep gorges, across swift streams, and around high mountains. The land was often so beautiful that many times they could not understand why they must travel farther.

HUMMINGBIRD AND EAGLE

Once when the people stayed a very long time in one place, years and years it must have been, Mexitla became angry with them. Mexitla was not a gentle god like the Plumed Serpent of the Toltecs. He was much fiercer--a god of war. So the priests sought to quiet his anger by offering human sacrifices; their most beautiful daughters and their bravest sons were killed in Mexitla's temple.

Starting on their travels once more, the Aztecs came to the land of Mixtec. But instead of doing battle with them, they moved on toward the northeast, toward the land of the Toltecs. There the Aztecs came upon hard times. In wealth and knowledge and art they were no match for the proud Toltecs. They were still dressed in rough animal skins instead of the cotton cloth that the Plumed Serpent had taught his Toltec people to weave.

All the other tribes banded together to drive the barbaric newcomers out of the country; but the Aztecs were fierce and they were smart. They possessed only a tiny strip of land along the shore of a lovely lake nestled in a lush valley; so, in order to raise their food and flowers, they built gardens that floated on the surface of the waters. Even today these floating gardens are one of the beauty spots of the City of Mexico.

One day, just at sunset, two Aztec priests were wading in the marshes along the shore, looking for a better place to camp, when they beheld the sign Mexitla had promised them so many lifetimes ago!

They looked up in time to see a great golden eagle swoop down from the sky, snatch up a snake from the reeds, and then settle on the spiny leaf of a bright-green cactus that was growing out of a stone in the blue water. The priests strained their eyes to watch as the eagle began devouring the snake.

Then Mexitla spoke, "Here!" he told the priests, "My people shall dwell and build a great city and become the greatest nation in the land."

The city they built there is now called Mexico City. The national emblem of the Republic of Mexico is the Aztec symbol--an eagle sitting on a cactus with a snake in his beak, just as you see it on the Mexican flag.

Have students read "Conflict at the Border" (attached), originally from The Wall Street Journal, August 18, 1969 but copied from Mexico, Scott Foresman Spectra Program, pp. 118-120. This activity is taken from "Teacher Tactics," the teacher's manual for the Scott Foresman Spectra Program.

Students might gain a better understanding of illegal immigration by assuming the roles of each of the following characters and by acting out the situation described:

Pancho Lopez, the 19-year-old son of an ejido farmer. In 1963 his older brother worked in the United States and earned enough money to buy livestock for his small farm in Mexico. Pancho is now working in the United States, hoping to do as well as or better than his brother.

Mary Pratt, a housewife and mother of two. Her husband usually does farm work but has been unemployed for seven months. Down the road from their home in California is a large farm which hires Mexican laborers at less than the minimum wage. Her husband has applied to work there but has not been hired.

Ralph Carter, a farmer in California. When his lettuce is ready for harvest it must be picked and shipped immediately to prevent it from rotting. He has used braceros for most of his labor since 1951.

Larry Edward, inquiring reporter from television station XYZ. It is Larry's job to interview each of the other characters, asking how they feel about the end of the bracero program, and more importantly, what they will do now.

• • •

Have the cartoon (attached) thermofaxed for student use. This should accompany the "Conflict at the Border" activity.

What if the positions of Mexico and the United States were reversed?

Read the cartoon. Answer the questions which accompany.

CONFLICT AT THE BORDER

Mexico and the United States have continuing conflict over other issues. One is the smuggling of illegal drugs from Mexico into the United States. United States border officials have been trying to stop the flow of marijuana and other illegal drugs and in the process have sometimes created resentment and hurt trade at the Mexican border towns.

Another kind of conflict that goes on all the time is the struggle between Mexicans trying to slip over the border illegally and American border officials trying to stop them. These Mexicans want the higher wages they can earn in the United States, even if it means they must break the law to enter this country. The next reading describes what happened to one group of Mexicans who had slipped across the border.

EL PASO -- Jim Dove climbed down from his four-wheel-drive Scout [and] pointed to faint footprints in the sand. "There's six of them came this way," he growled with satisfaction.

The strong, hard-driving Mr. Dove was on his routine morning hunt. His prey [victim] in this wilderness 20 miles west of El Paso: People.

Mr. Dove, an impressive figure in a dark-green uniform, high boots and Stetson hat, is a member of the U.S. Border Patrol. In the first half of this year captures [of illegal entrants] totaled nearly 70,000.

Mr. Dove hurried along, the Scout tearing holes through bushes, its wheels spinning as it groaned up a sandy slope. Then he lost the footprints. He searched the area while a patrol plane circled overhead and broadcast in Spanish from a loudspeaker system: "Give yourselves up now -- we'll catch you anyway." But Mr. Dove already had. He descended on a small clump of bushes and began tearing away leaves and branches. There, huddled together, were six Mexicans -- four teenage boys and two men. The men were unarmed, and Mr. Dove had captured them without drawing his gun.

Until not so long ago these men might have been able to enter the U.S. legally and with little difficulty. [From 1951] until 1964, the U.S. had allowed Mexican farm laborers to work in this country during the harvest season. After the program ended, many former braceros [Mexican farm laborers] became "wetbacks" -- the belittling term often applied to illegal entrants because they sometimes wade across the Rio Grande.

Another factor in the growing flood of illegal entrants is a restrictive [1968] U.S. immigration law. Before then, there was no limit on the number of Mexicans who could enter the U.S. But the law set an annual quota of only 120,000 immigrants for all the Western Hemisphere. So the tide of illegal entrants grows and the Patrol tries to keep up.

Apprehended [captured] laborers sometimes can be dangerous but the six men Mr. Dove caught didn't cause any trouble as they were driven across the desert to a waiting bus which would take them into El Paso.

In El Paso, each was questioned in Spanish: "You say you're from Juarez --

I don't believe you. Name me two streets in Juarez. Who are your friends there? Where do they live? You're not from Juarez, are you? Where do you really live? Where were you born? Come on, tell me, don't lie."

A captured laborer from central Mexico is bused or flown home at patrol expense. Those who live in Juarez are simply released at the border. Thus, say officers, a Mexican may insist that he is from Juarez so that once released he can simply make another attempt to enter the U.S.

All six of Mr. Dove's captives were from central Mexico, and all signed forms agreeing to return to Mexico voluntarily. Then they spent two days in a Border Patrol collection center here, waiting until the Patrol captured enough other Mexicans from their part of the country to fill a chartered bus. The camp, enclosed by a steel fence, holds 800 men, and it has been nearly full in recent months.

Questions:

1. Why do Mexican laborers try to enter the United States illegally?
2. Is this another problem caused by the greater wealth of the United States? Explain.
3. Why are the illegal immigrants called "wetbacks"?
4. What effect do you think the American immigration laws have on Mexicans' feelings toward Americans in general? On Americans' feelings toward Mexicans in general?

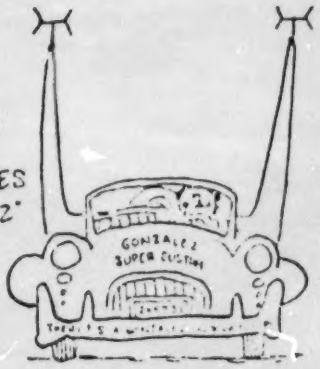
THE MOST POWERFUL COUNTRY IN THE WORLD

1

LAST NIGHT I DREAMT THAT MÉXICO WAS THE POWERFUL COUNTRY AND THE U.S. THE WEAK ONE...

2

THAT AUTOMOBILES SOLD THE WORLD OVER HAD NAMES LIKE "GONZÁLEZ", "LÓPEZ" AND "RODRIGUEZ"...



3

I DREAMT WE ORGANIZED COMMITTEES FOR FAIR PLAY AND ELBOW ROOM FOR RTH AMERICANS BECAUSE SOME MEXICAN RESTAURANTS REFUSED TO SERVE THEM...

4

...THAT WE WENT IN FOR THE GOOD NEIGHBOR POLICY AND HIRED NORTH AMERICAN FIELD HANDS TO HARVEST OUR CORN AND BEAN CROPS.

5

...THAT WE HANDED OUT PESOS BY THE BUCKET TO HELP THE U.S. AND OTHER UNDERDEVELOPED PEOPLE, CHARGING ONLY A MODEST INTEREST...

6

...AND I WOULD LOVE TO GO ON DREAMING, BUT I WOKE UP.

From the book *THE BEST OF IMPOSSIBLE WORLDS* by Abel Quezada
© 1963 by Prentice Hall, Inc.
Published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey

From a wall map of the United States, copy 10 Spanish place names (e.g. Montana, Nevada, Los Angeles, San Francisco, San Diego, Baja California, Rio Grande, Colorado, Sierra Nevada). Use a Spanish dictionary to determine the translation of the 10 names.

• • •

At Christmas time, learn to sing Christmas carols in Spanish. Read the description of Las Posadas. Your class could visit other classes in the building, singing Christmas carols in Spanish. The activity should end with the breaking of a piñata.
(See instructions attached.)

LAS POSADAS

December 16-24

In Mexico, Las Posadas are celebrated nine days before Christmas to commemorate the journey of Mary and Joseph from Nazareth to Bethlehem, searching for posadas (lodging) each night. The posadas are carried out from December 16-24 with a gay fiesta which is climaxed by breaking the piñata. The piñata, a hollow figure made of paper in the form of a star, flower, animal or toy, is filled with fruits, candies, and small presents.

The posadas take place in the form of a group of people that form a procession with lighted candles as they parade down the street. At the head of the procession are two children carrying a small reproduction of Mary and Joseph. As the procession goes from house to house, they ask for lodging. Las Posadas are usually sung with a group asking for lodging and a group refusing.

When the kind innkeeper is finally found and the door is opened, the group is welcomed inside the house. Then comes the Mexican tradition of breaking the piñata. The children are blindfolded and spun around one at a time. They swing at the piñata as someone pulls a rope to keep them from hitting it. When one is successful, all the children scramble for the goodies which fall out of the piñata.

PIÑATAS

Piñatas are a part of most Mexican holidays and festivals; therefore, they are an integral part of Hispanic folklore.

Piñatas orginated in Italy during the Renaissance of the sixteenth century. During this period the people were thinking more of themselves and less about the Church. They sought a great deal of pleasure and amusement. In one game which they devised, a person was blindfolded and then he tried to hit a pineapple-shaped clay pot called a pignatta. Pignatta came from the Italian word pigna, meaning 'cone.' From Italy this game spread to many countries, including Spain. However, the atmosphere in Spain was less jovial. During this period the Spanish had been at war with the Moors. It was a very sombre, religious time for the Spanish. For this reason they gave religious significance to many occasions. They designated the first Sunday of the Lenten season (Cuaresma) as Piñata Sunday. The Piñata was used only during Lent.

In Spain piñata referred to the game itself, and the container was called an olla (oy-ya). It was made from clay, as it had been in Italy, and was left with a rough, unfinished appearance by the potters.

About 400 years ago the Spanish explorers brought the piñata to America. While the piñata continued to have a religious significance here in the Americas, it underwent some changes. One change was the time when it was used. In Spain it had been used during Lent, and in Mexico it became a tradition of Christmas during Los Posadas.

As recently as thirty years ago piñatas were still the clay pots. Then with the development of tissue paper, people began to decorate the pots. The tourists in Mexico greatly increased the demand for piñatas, so it was necessary to find a faster way to supply them. At this point the makers started using papiermâché. Many different forms such as donkeys, bulls, or stars were created.

The pot, filled with toys and gifts, is suspended by a rope at a height just above arm's reach of those who will play the game. The ceiling, balcony, or limb of a tree will do very well, but it is important that the rope be strung through a hook, over a pulley, or be otherwise movable. Guests usually approach the activity with high anticipation, and it is important to allow ample "swinging room."

One guest, chosen by the party giver, is blindfolded and led to the spot beneath the piñata. There he is handed a broomstick, while the others are reminded to stand a safe distance away. An important trick is to give the piñata a big swing so that it will be more difficult to hit. The game can be enlivened even more by giving the person a few spins before sending him careening on his way toward the piñata.

The guest usually takes three swings at the piñata, while the group sings "Happy Birthday" or any other song appropriate to the celebration. If he is unsuccessful -- and the suspense is as exciting as the actual breaking -- he passes the stick and blindfold to the next guest and the game goes on until the piñata is broken. When the contents fall to the floor, a scrambling for the sweets begins.

"See the colored paper
tied around an earthen jar;
Piñata filled with candy
and toys from the bazaar;
It hangs above your head,
you take a stick to break it,
And scramble for the candy
before the others take it."

STAR PIÑATA

You will need:

1 round balloon that can be inflated to 11"
newspaper strips
liquid starch or paste
10 feet of hemp rope
4 sheets of white tissue paper, 20" x 30"
3 sheets of blue tissue paper, 2" x 30"
1 sheet of magenta tissue paper, 20" x 30"
1 sheet of aluminum foil, 12" x 12"
newspapers
masking tape
rubber cement

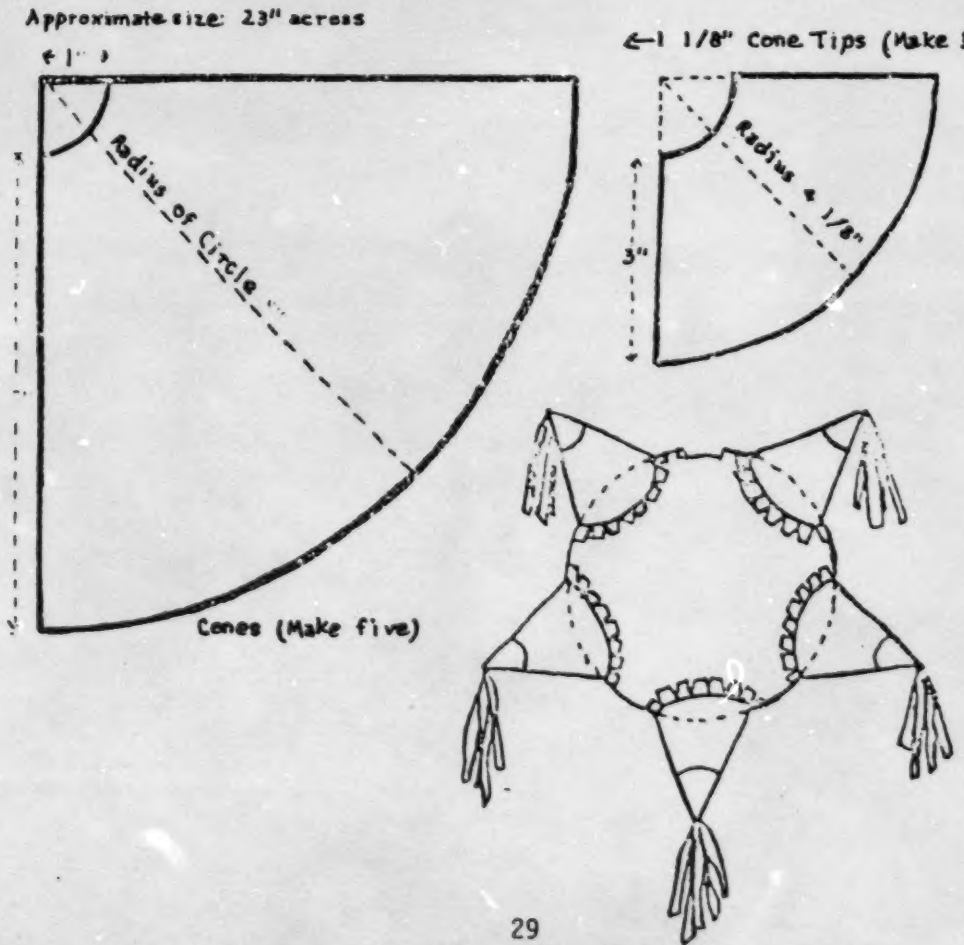
Inflate balloon to 11" and tie. Apply four layers of newspaper strips which have been dipped in starch or paste. Leave 3" x 3" uncovered area near stem end for piñata opening.

To make cones for five points of star, follow the pattern shown in diagram. From three thicknesses of newspaper cut five cones, each measuring 7" on straight sides as shown. For ease in handling individual cones it will be well, after cutting, to staple together the three flat thicknesses of newspaper in every cone. Do not form cone shapes yet. Following pattern for cone tip, cut five tips of aluminum foil, each measuring 3" on straight sides as shown. Spread aluminum foil, each measuring 3" on straight sides

as shown. Spread rubber cement on one side of every tip. Cement tips onto the cut cones at the narrow end of the cone. Now form the five cones by overlapping the straight edges on each one and cementing together.

Make 1" cuts around bottom edges of every cone. Fold back these cut edges and, beginning at bottom edge of **piñata** opening, paste the five cones in a straight line around the wet **piñata form**. Allow form to dry and deflate balloon. Attach harness by tying rope securely around the fullest part of form. Use masking tape to secure rope. Be sure to leave loop in end of harness, near piñata opening, so that the suspension rope may be tied to it.

Decorate piñata form by applying white tissue ruffling from base of aluminum cone tips to base of cones. Apply one row of magenta ruffling. and fill in remaining areas of piñata form with blue tissue ruffling. To make tassels cut one sheet of blue and one sheet of white tissue paper into strips, 1/4" x 6". Divide into five equal bunches, composed of both blue and white strips, and staple one bunch to every cone **tip**.



RESOURCES

TEACHER

Materials and Helpful Addresses:

1. Bread Tastes the Same in Any Language for French, German, Spanish, or Latin. Send two 20-cent stamps for each lesson desired to: The Coordinator for School Foreign Languages, M 21 Memorial East, Indiana University, Bloomington, IN 47401.

2. La Artesania Mexicana. An illustrated "how to" crafts book. Instructions for traditional Mexican crafts in Spanish and English. (32pp.) ACTFL Materials Center, 2 Park Avenue, New York, NY 10016.

3. El Arte Culinaria Mexicana. A history of Mexican cooking and easy-to-prepare recipes. (24pp.) In Spanish and English. ACTFL Materials Center, 2 Park Avenue, New York, NY 10016.

4. COFFEE: Lifeline of the Americas Multimedia Kit. Pan American Coffee Bureau, Educational Division (1971), New York.

5. Baseball-Beisbol. An alphabetical checklist of technical vocabulary and baseball terms used in Mexican and Spanish language newspapers published in the U.S. $1.25 per copy; 15% discount $10.00 order. Philip Grosse, 5055 North 83rd Street, Scottsdale, AR 85253.

6. WXTV 41, The U.S. Spanish Television Network, 250 Park Avenue, New York, NY 10017. Send for a free program schedule.

7. ACTFL Materials Center, 2 Park Avenue, New York, NY 10016. Ronald McDonald Pamphlet in Spanish; $2.00.

8. The Library of Congress, National Referral Center, Washington, D.C. 20540. A free national referral resource system that will send a computer printout upon request. Be specific in your inquiry.

9. U.S. Committee for UNICEF, Department GC/ED, 331 East 38th Street, New York, NY 10016. Send for a free catalogue listing free or reasonably priced multicultural educational materials.

10. Mexican Foods and Traditions. Write to: Connecticut Cooperative Extension Service, College of Agriculture and Natural Resources, The University of Connecticut, Storrs, CT 06268 (or contact your local university extension service).

11. Spanish Heritage, Inc., 115-10 Queens Boulevard, Forest Hills, NY 11375. Write for a map showing Spanish exploration and influence in the U.S. and other materials.

12. Project REAL, Room 226, Lou Henry Hoover Building, Stanford University, Stanford, CA 94305. Write for available multimedia curriculum units and other materials. Project REAL is one of the four outreach programs at Stanford University for promoting International Cross-Cultural Education.

13. Guide to the Cultural Resources of the Spanish and Portuguese Communities in Connecticut. Available from: Center for Latin American Studies, Box U-103, University of Connecticut, Storrs, CT 06268.

14. Mexican National Tourist Council, 9701 Wilshire Boulevard, Suite 1110, Beverly Hills, CA 90212. Write for available information. Have students make inquiries. Posters, pamphlets, maps, etc.

15. Organization of American States, Sales and Promotion Unit, 6840 Industrial Road, Springfield, VA 22151. Request any materials available on Mexico. Ask about Canada and Brazil, too.

16. Aeromexico, 8400 N.W. 52nd Street, Miami, FL 33166. Write for available information.

17. Americas Supplements, Sales and Circulation Unit, General Secretariat of OAS, Washington, D.C. 20006. Free catalog of OAS publications on request.

18. Center for Inter-American Relations, 680 Park Avenue, New York, NY 10021. Publications: Review (3 times a year); reports and papers resulting from seminars and conferences arranged by the Center; various books on the visual arts (a list is available); a listing of recent publications relating to Latin America.

19. Council for Intercultural Studies and Programs, Inc., 60 East 42nd Street, New York, NY 10165. Publications: Intercultural Studies Information Service (9 times a year); bibliographies, syllabi, course outlines, reading lists, audiovisual materials, books.

20. Global Perspectives in Education, Inc., 218 East 18th Street, New York, NY 10003. Publications: Intercom--A Guide for Teachers (4 issues a year); papers, bibliographies, newsletter, concept guides and sample lessons.

21. Information Center on Children's Cultures, 331 East 38th Street, New York, NY 10016. The Center is a service of the U.S. Committee for UNICEF. Publications: Periodicals, books, journal articles, critical reviews, bibliographies, as well as a catalog of UNICEF publications.

22. World Eagle is a monthly social studies resource magazine with offices at 64 Washburn Avenue, Wellesley, MA 02181. (The Nov. 1981 edition covers Latin America and the Caribbean with a reproducible pull out section.)

23. Culturgrams. A categorized inexpensive view of 75 countries. Available from: Brigham Young University, Center for International and Area Studies, Publication Services, 130 FOB, Box 61, Provo, UT 83602.

24. New York State Education Department, Center for International Programs and Comparative Studies, Cultural Education Center, 9B52, Albany, NY 12230. Publications: Teaching materials, bibliographies, reprints, and other publications about international matters.

Background and Supplementary Reading Materials:

1. "Recent Notorious and Noteworthy Books About Mexico, Mexicans, and Mexican Americans" by Isabel Schon. Journal of Reading, January 1981.

2. "Mexico's Macho Mood," Time Magazine, October 8, 1979. U.S. visit by Mexican President Jose Lopez Potrillo. Focus on oil and a new relationship with the U.S. Brief historical overview. Informative for the classroom teacher and foreign language teacher.

3. The Wagner Latin American Newsletter, 6405 East Prairie Street, Cottonwood, MN 56229. A biweekly summary of Latin American news; by subscription.

4. Latin American Crafts (and Their Cultural Backgrounds) by Jeremy Comins. Lothrop, Lee & Shepard Co., New York. Excellent illustrations. Easy directions.

5. U.S.A.-Hispanic/S.A. Culture Capsules. Miller, Drayton & Lyon. Newbury House Publishers, Rowley, MA 01969.

6. Travel and Leisure Magazine, American Express Publishing Corp., 1350 Avenue of the Americas, New York, NY 10019. Monthly publication, an excellent source of information. Addresses for tourist bureaus, free materials, photographs, updated information.

7. Americas, General Secretariat of the Organization of American States, Washington, D.C. 20006. English or Spanish.

8. Living in Latin America: A Case Study in Cross-Cultural Communication. Raymond L. Gorden. National Textbook Co., Skokie, IL (1974). Basic text for understanding cultural difference in general and Latin American life in particular. Excellent coverage of house, use of space, money, etc.

9. Center for Latin American Studies, 308 Grinter Hall, University of Florida, Gainesville, FL 32611. Send for "Dialogo" - a news idea exchange with resources, teaching aids, publications, etc. Editor: Mary Kiefer.

10. Noticias Mundiales, Curriculum Innovations, Inc., 501 Lake Forest Avenue, Highwood, IL 60040. News from Spanish-speaking countries. Maps/photos/text. Includes teacher's section with supplements for duplication.

11. The Mexican Experience - A Social Studies Approach to Art and Architecture (1975). Geared to secondary level - some materials may be suited to intermediate level.

12. The Proud Mexicans, Regents Publishing Co., 1976. Brief biographies of Mexicans who have made significant contributions to their country. A guide for a listing of famous Mexicans. Includes several women.

13. USA - Mexico Culture Capsules (1979) by Miller & Bishop. Newbury House Publications, Rowley, MA 01969. Cultural contrast between Mexico and U.S.A. Common attitudes and traits, family, transportation and other topics. An excellent resource for the classroom or foreign language teacher.

The following is a partial listing of recent publications on Mexico which was prepared as a bibliography for Connecticut AATSP by Robert G. Mead, Jr. - University of Connecticut.

Articles:

1. Riding, Alan, "The Mixed Blessings of Mexico's Oil", New York Times Magazine, January 11, 1981.

2. Harris, David, "Zone of War: Struggle Over Mexican Migrants", New York Times Magazine, February 1980.

3. Los Angeles Times, "Mexico. Crisis of Poverty/Crisis of Wealth", July 15, 1979. (32pp.)

4. Paz, Octavio, "Reflections: Mexico and the United States", The New Yorker, September 17, 1979.

5. The Wilson Quarterly, "Mexico", Summer 1979.

Magazines:

6. Latin American Weekly Report. Published weekly in London.

Books:

7. Baird, Peter and Ed McCaughan, Beyond the Border. Mexico and the United States Today. New York: North American Congress on Latin America, 1979. (205pp.)

8. Johnson, Kenneth F., Mexican Democracy: A Critical View. New York: Praeger, 1978. (268pp.)

9. Wilkie, James W. et al, Contemporary Mexico. Berkeley: University of California Press, 1976. (858pp.)

10. Stevens, Evelyn P., Protest and Response in Mexico. Cambridge: Massachusetts Institute of Technology Press, 1974. (372pp.)

MULTIMEDIA

Filmstrips/Records/Cassettes:

1. "Mexico: Our Dynamic Neighbor" contains six color sound filmstrips/ teacher's guide, three wall posters, and a musical recording. An in-depth appraisal to Mexico ranging from Aztec times to the present. Contains: Mexico: Conquest to Revolution, Mexico: Geographic Contrasts, Mexico: Life Styles, Mexico: Economic Success Story, Mexico: Artistic Heritage, Mexico City: Vital Metropolis. 1977. From New York Times Educational Enrichment Materials. $140.00

2. "Mexico's Indian Heritage." BFA. 1967. $114.00

3. "Passport to Mexico," has five filmstrips and cassette tapes, plus student activities for duplication. This series exposes students to the most common experiences they might encounter in traveling in Mexico. EMC. $98.00

4. "Chichen Itza: Where Two Cultures Met," one filmstrip and cassette, with teacher's guide. Almost a thousand years ago, two ancient cultures of Mesoamerica, the Mayan and the Toltec, occupied an area on the Yucatan Peninsula in Mexico called Chichen Itza. Beginning with a section on the Mayans, the original inhabitants of the peninsula, the filmstrip traces the subsequent arrival of the Toltecs and the gradual mingling of their two cultures. A teacher's guide with script, vocabulary, bibliography, and questions accompanies the filmstrip. From The Media Tree, 1978. $19.95

Maps:

MEXICO, CENTRAL AMERICA. Sculptural relief map, 62" x 50", physical-political, with thematics, markable, mounted. ISR67-0-32, Nystrom.

MEXICO, outline maps. Desk size 8 x 10½; 9D68, 9D67. Project size 10½ x 15; 9DD68, 9DD67. Nystrom.

Films:

Center for Instructional Media and Technology, University of Connecticut, Storrs, CT 06268. Request a catalog of educational films which are available for rent. Specifying area of interest would be suggested.

Eastern Airlines, Film Library, International Airport BR., Miami, FL 33148.

Boston University also has an extensive film collection.

Other Material:

LEARNING KIT - MEXICAN AMERICANS. This multicultural education kit consists of 45 blackline masters of activity sheets for GK-9 covering such topics as the culture of ancient Mexico, the Aztecs, the conquest of Cortez, the immigration of Mexicans to the United States during the 20th century, famous Mexican-Americans, folk music and ethnic foods, and modern Mexican-American organizations. These activity sheets range from picture identification for primary grades to factual short-answer questions for junior high level. Several of the sheets are duplicates in both Spanish and English. 1975. GAC011, $12.00. From: Social Studies School Service.

MEXICO AS SEEN BY HER CHILDREN. From: NFIE, Room 804E, 1201 16th St., N.W., Washington, D.C. 20036. An instructional kit including posters, cassettes, curriculum guide covering language arts, music, art, and social studies is being developed to accompany the text.

American Friends Service Committee, 1501 Cherry Street, Philadelphia, PA 19102. Slide shows are available from this office. Write for complete information.

"Traveling Suitcases" - A collection of items from various countries which may be borrowed by teachers for up to two weeks. Requests should be made on school stationery. The only cost to the school borrowing a suitcase is return postage, library rate, and $200 insurance coverage. Write to: Latin American Outreach, 308 Grinter Hall, University of Florida, Gainesville, FL 32611.

STUDENT

The Fiedler Company. Mexico, 1980, $9.95. American Neighbors, pp. 2-82, 1980, $10.95.

Scott Foresman Spectra Program: People of the World Series. Mexico by Cuban and McCleary, $3.39. (See Teacher Tactics for guide to use of book.)

Follett Publishing Company. Exploring Our World: Latin America and Canada, 1980, pp. 113-119.

Social Studies School Science. LE1016 The Mexicans in America, paperback. Surveys the background immigration, and American history of Mexicans in this country. $2.95. Each library should have several copies.

Amsco School Publications. The New College Spanish and English Dictionary, $5.00. One per classroom.

William H. Sadlier, Inc. The People of Latin America, 1973. An overview of Latin America with focus on two changing nations--Mexico and Brazil. Has geography, economics, history, and sociology. Have a few copies for student reference.

Hernan Cortes, Conquistador in Mexico by John Wilkes. A biography of Cortes with emphasis upon his experiences in the New World. The major focus is on the conquest and the establishment of Spanish institutions in Mexico. CAM20424-10, $3.50, from Social Studies School Service. A copy should be available for reference in school library and/or classroom.

Cortes and the Aztecs by Jane Dorner. An examination of the empire of the Aztecs at the time of the Spanish conquest and the events of the conquest itself. LGM529-10, $2.15, from Social Studies School Service. A copy should be available for reference in school library and/or classroom.

The Mexicans in America surveys the background, immigration, and American history of Mexicans. Emphasis is placed on the contributions each has made to American life and the individuals who have achieved success. LE1016, $2.95, from Social Studies School Service. A copy should be available for reference in school library and/or classroom.